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A Post-analysis of Global Human Resources Development through an Overseas Training Programme: A Case Study

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1. Introduction

In my previous study (Sato, 2017b), I discussed a paradigm shift of corporate in-house English training in the context of globalisation in Japan. In recent years, English communication competence is often viewed as an important content of corporate training as it is a part of continuous human resources (HR) development strategies in a myriad of Japanese companies. HR officers in many such companies acknowledge that English skills are indispensable on the one hand, but on the other, they often face a challenge in determining the goals and contents of corporate in-house English trainings properly. My previous research projects, in this light, focused the analytical attention upon positive aspects of such training programmes from HR development perspectives for future curriculum development (Sato, 2014, 2017a). Despite some academic contributions of these studies, I am also aware that some downsides of such training programmes have been somewhat overlooked. This self-reflection has made me want to look at educational failure of such training in order to consider the different angle of the spectrum of global HR development issues in Japanese companies.

This study is an initial attempt to critically assess global HR development through a retrospective approach. In this paper, only one case of one specific employee at a company will be looked at. The focus company is Crescendo Corporation, in which I conducted an ethnographic study for my doctoral thesis research project. In this company, I was enrolled as a freelance corporate trainer several years ago. Due to the limited focus of this research design, this study does not aim at generalising the research finding rather, it attempts to shed light on the downside of current global HR development issues. This

paper will be concluded by providing some transferrable insights into the on-going corporate in-house English training, especially on-the-job-training in the said company's overseas production bases.

2. What is overseas training programme?

From the current HR point of view, fostering employees' English skills is a *hot* topic. The wide scale survey by Recruit in 2012 identified approximately 77.4% of small-to-middle-sized companies in Japan were eager to introduce English training for future global HR development. The 2012 declaration of *Englishnization* by Hiroshi Mikitani, the CEO of Rakuten, mirrors this sociocultural background as well (see Mikitani (2012) for more information). Some intellectuals are still sceptical about the efficacy of this English-only business operation. However, as Sato (2013) argued, *Englishnization* in Rakuten has been strongly characterised as a language management strategy to maintain the English infrastructure in their entire organisation for future globalisation. For developing further globalisation strategies, not only designing and implementing corporate in-house English training, but also maintaining the linguistic infrastructure for employees so as to practically use English for business purposes is indispensable (e.g., Sato, 2017a; Takamori, 2015, 2017). The issues of *Englishnization*, a language management policy to standardise the use of English for intra-organisational communication, gather the attention of many globalisation researchers, including sociologists, economists and (applied) linguists.

As Sato (2017b) discussed, one of the unique characteristics of Japanese style management is on-the-job training, in which the seniority system comes into play. This on-the-job training is considered quite efficient as a means of apprenticeship-based HR development system in many Japanese organisations. Some companies, by the same token, provide employees with the on-the-job training programmes at branch offices abroad, or overseas training programme, in order to help them acquire overseas business protocols through trial and error. It is also reported that an increasing number of Japanese companies have recently been eager to introduce this overseas training programme as a part of their global HR development strategies (Sato, 2017a, 2017b).

English, being more commonly employed as a medium of communication by second language (L2) speakers (Graddol, 2006), does not belong only to its first language (L1) speakers any more. Even in the context of globalisation in Japan, as was discussed earlier, an increasing number of companies are eager to introduce in-house English training programmes as pre-departure training. My previous study (Sato, 2014) compared how such pre-departure training is implemented differently in three engineering companies based in Tokyo, where I was engaged as a freelance corporate trainer. The results suggested that, in all three companies, trainees, HR officers and trainers did not communicate their needs properly. In other words, what is required for trainees is English communication based on the second language (L2) standard, whereas what is provided by HR officers and trainers is based on the L1 English standard. Besides, to measure the trainees' achievement, the TOEIC test was commonly employed as it was believed to be the most trusted measurement tool.

Although trainees usually experience their overseas training programme in countries where English is used as a second/foreign language, the pre-departure training curriculum is often developed based on the L1 standard. This discrepancy often results in trainees' frustration. The reality anticipates that English proficiency will be counted as a premise of promotion and will eventually become indispensable in designing and assessing employees' global business carrier path. For future corporate training curriculum development, what English means, practically or symbolically regardless, to Japanese business people should be carefully considered.

3. What does English mean to Japanese businesspeople?

English is the foreign language Japanese people most commonly learn. Not only as a school subject in compulsory education is English taught; it is also frequently considered as a *hot* topic in life-long education curricula in various kinds of educational context. Nevertheless, applied linguists often argue that learning English is such a complex phenomenon in nature. In order to understand what English education means in Japan, one needs a multidimensional analysis of the situation. In this paper, I will think about the value of learning English from sociocultural, economic and political points of view, since they are all relevant to the scope of this current study.

First of all, the study of English entails sociocultural values. Terasawa (2014) pointed out that it was not until 2001 that English became required subject in the sphere of compulsory education in Japan. Even before 2001, English was reportedly taught in almost all junior and senior high schools in Japan. Furthermore, English is frequently required in entrance examination for tertiary education. Terasawa (2014), in this light, also argued that this conventional *de facto* standard to study English in compulsory education in Japan contributed to developing the ideology over the sociocultural, symbolic value of learning the English language. Besides, this ideology to symbolise English as a sign of one's intelligence is now percolated throughout this nation (e.g., Kubota, 1992, 2001). For most Japanese, having English skills often manifests itself as a sign of one's high education level.

In the current globalisation era, English is not only a symbolic competence, but also a possible indicator of one's future career path. Some consultants observe that having a good command of English will correlate to the eventual promising career development (e.g., Tanaka, 2013). This belief becomes increasingly popular in the era of globalization, in which being able to speak English is considered beneficial in one's global career development. Although some are still sceptical of this correlation (e.g., Naruke, 2013), given that the society of Japan is subject to further globalisation, the value of English will still linger.

Lastly, political linguistic value of studying English should not be thought of lightly. Crystal (2003) mentioned that English became the *de facto lingua franca* because it happened to be in "the right place at the right time" (Crystal, 2003, p. 120). Phillipson (2009), however, responded that people's choice of English as a medium of communication especially in context of globalisation cannot be free from political linguistic influence. The imperialistic presence of the English language in today's world apparently differentiate its linguistic value from any

other languages (e.g., Phillipson, 1992, 2009).

As was discussed above, no other language could obtain such high symbolic value than the English language. This ideology over learning English often develops the notion of native-speakerism in English learners' deep psychology. While learning English based on the L1 standard is deemed quite meaningful, achieving L1-equivalent proficiency in one's foreign language requires an immense challenge. Besides, as Graddol (2006) argued, now that the number of L2 English speakers surpass that of L1, L1-equivalent competence is not a must to deal with communication in the sphere of global business. However, my observation in corporate training in several Japanese companies suggested that the majority of English learners there still have strong desire to obtain L1-equivalent English proficiency as the ultimate goal of their English studies. This identity issue will be further explored in the following section.

4. Identities in language learning

It is often reported that one's psychological stance will place influence on one's language learning. Researchers commonly call this drive force for learning as motivation. This discussion was originally rooted in the discussion by Gardner and Lambert (1959). They argued that one's motivation could be classified into intrinsic and extrinsic motivations. These researchers believed this motivation would potentially function as the locus of learning. Although it is deemed an old-school discussion of L2 learning, the discussion of motivation still grabs the attention of applied linguists up to now.

In this study, I will look at motivation as the contingent manifestation of learners' identities. Norton and Toohey (2001) observed that one's desire to be better integrated in the community of practice he/she belongs to could be an influential factor to determine his/her language learning success. They recommended that one's identity (or identities) in social practice should be more carefully observed as a study basis for future motivation research. By the same token, Dörnyei (2009) delineated what identity does in determining one's learning process and success and eventually developed his own theoretical model of L2-learning-specific motivational system.

Dörnyei (2009), drawing on self-determination theory (Deci & Ryan, 1985), argued that identities could be influential factors in predicting one's success in learning foreign languages. His proposition of *L2 Motivational Self System* is now widely recognised as a powerful theoretical model to understand the correlation between learners' identities and eventual success in learning (Dörnyei, 2009). His discussion has led to develop many subsequent studies (e.g., Barkhuizen, 2014; Hiratsuka & Barkhuizen, 2015).

Dörnyei explained that the L2-self could be classified into two categories; *ideal self* and *ought-to self*. The former one is defined as positive internal force that helps learners invest in their English study in order to meet his/her ideal self-image. On the contrary, the latter one functions as a drive force to prevent oneself from becoming what he or she does not want to be. This theoretical model is considered useful for describing some dynamic process of learning which research participants actually experienced.

Although Dörnyei's L2-self was originally designed to investigate in-class L2 learning, he claimed that this theoretical model should be useful in

investigating L2-learners motivational trajectory outside classrooms. In my dissertation (Sato, 2017), I substantiated this claim by practically applying his theoretical model to the ethnography of Japanese business people's English learning which occurred in a pre-departure training session. This previous study of mine looked at the cases of successful learning. This time, as a pilot study to discover future exploration arena, I will look into a case of educational failure, which is the different angle of the same spectrum of my doctoral dissertation research project.

5. Methods

This study is exploratory in nature: it looks at the motivational trajectory of one overseas training programme trainee through a qualitative interview approach. As a methodical approach model to understand L2-self, Dörnyei (2014) proposed Retrodictive Qualitative Modelling, or RQM. RQM, unlike conventional statistic survey approaches to investigate motivation as a success predictor, enables researchers to investigate the motivation as the learners' trajectory. Dörnyei also argued that this model could be useful for studying participants whose learning process ended up with some kind of failure, including drop-outs. In this current research, I will focus my analytical attention on one specific overseas training participant who decided to leave his company after returning from his overseas training programme in India. This time, only one participant, whose information will be illustrated later, was asked to take part in this research project, as he was the only accessible research participant for this study of drop-out in the relevant research context.

Kaito Nakata (pseudonym) is a 33-year-old male employee in a nuclear engineering company located in Tochigi prefecture, Japan. When he was in Crescendo Corporation, he was a treasurer. He studied with me for about four months as his pre-departure training. After the training session was over, he obtained 730 points on the TOEIC test and passed the oral English interview test, and thus he got the permission from his organisation to go on to his overseas training programme in India. After spending half a year in Mumbai, he returned to his Japanese office and worked there for another half a year. He eventually quit working for Crescendo Corporation and got employed in his current company. Since the company is located in the area where he was born, Kaito can now spend more time taking care of his sick family member than before.

To obtain the data for this life history research, I conducted a non-structured interview on 28th May, 2016. To present data, I will provide Romanised Japanese transcriptions and their English translations. It should be noted that this study is positioned as a pilot study for post-overseas-training research project. The aim of this current study is to generate some hypotheses and to find out some points of exploration for future research, not to generalise the argument. Methodological limitation pertaining to this data collection procedure should be revisited in the conclusion.

6. Data analysis

In this section, I will conduct a qualitative analysis on the motivation trajectory of the research participant, Kaito, based on the interview data. The

data was categorised into the following four categories: 1) before overseas training, 2) during overseas training, 3) after overseas training, and 4) present.

(1) Before overseas training

First, I will look at the following interview excerpts to delineate his situation before:

- 1.1. *Kaigai OJT iku hito tte, nanikashira henka wo hoshite iru hito ga hotondoda to omou.* [I think those who choose to do overseas training programme want some kind of change.]

To answer my question “Why did you apply for this overseas training programme?”, he started with (over)generalisation and then moved on to his own reason. As the first excerpt shows, in the said company, he believed those who want to change themselves apply for the overseas training programme. Further, my participant observation in this company also supports his argument. However, starting with this generalisation can be considered marked. I interpret this generalisation as the sign of his embarrassment: he might have felt a bit nervous to tell me his story after he left his former company. At the beginning of this interview, I also observed he looked slightly hesitant. However, it should be noted as the interview went by, he became more relaxed.

- 1.2. *Kawaritai ganbō ga atta ndesu yo ne, motomoto.* [I had a desire to change and improve myself, originally.]
 1.3. *Ichibu no koto shika yattenakattakara, (kanōse wo) hirogetai natte omotta.* [Because my work was quite limited to one specific area, I wanted to broaden my capacity in work.]

Excerpt 1.2, which I retrieved after he became more relaxed, shows that Kaito admitted that he wanted to change and improve himself through the overseas training programme. In the third excerpt, Kaito clarified why he wanted to change through participating in the overseas training programme. Excerpts 1.2 and 1.3 both indicate that his self-image before applying for the overseas training was far from his ideal self. Kaito would have possibly applied for this overseas training programme in order to realise his ideal self as a breakthrough strategy.

During the pre-departure-training, I observed that Kaito was so enthusiastic about learning English. He was such a mood-maker in his class that all trainers agreed that he was a go-to person in any in-class activities. As shown in aforementioned profile, his eventual TOEIC score and oral interview test result met the required standard. In this pre-departure-training period, his ideal L2-self-image functioned as a positive drive force to help him invest in studying English.

(2) During overseas training

Second, the following excerpts describe his situation during overseas training:

- 2.1. *Honto saisho wa, shigoto wo makase rareru wakede mo naku, kō, nande, jibun ga iru no ka hontōni wakattenai kanji de. (Shigoto ni) iku mae no mochibēshon mo hikukattashi, meikaku ni yarubeki koto mo wakarazu.* [At the very beginning, I was not allowed to be responsible for any work. I didn't understand why I was there. I was so demotivated when I went to work. I did not have a clear vision of what I had to do there.]

Kaito originally wanted to experience his overseas training programme in order to change and improve himself as was discussed above. However, the situation he faced in India was by no means ideal. He responded that he had to use English in his work place, but its use was quite limited to some procedural issues. His low motivation for work, as was shown in excerpt 2-1, must have derived from this mismatch of his former ideal L2-self-image with the reality that he observed in India.

- 2.2. *Hitori de dokka ni ittari toka, sō iu no ga kigaru ni dekinai kunidattanode, Indo de, dakara anmari rifuresshu toka mo shi zurai to iu ka. Sonna, ukiuki ikitai tokoro mo naishi. Indo no naka demo, tājimahāru toka wa ikimashita. Soko wa, nanka mō yūitsu ittokitai to omotteta tokoronanode, soko ni tsuita toki wa, mā, “A! Kitana!” to. Itta shunkan, mō ikitai to konē yatte omoimashita.* [I was in a country where I could not feel like travelling alone. It's India. So, it's hard to refresh myself and so on. There were no such places I could get excited about visiting. In India, I went to Taj Mahal and others. I was looking forward to going to those places even before I arrived there. When I got there, well, I felt like “Oh, I finally came here!” But, soon after that, I felt like I didn't have any other places to go to, you know.]

His recognition of this unexpected reality occurred not only in his work place, but also in other aspects of his life. Excerpt 2.2 indicated that his out-of-work-place activity was also quite limited. This locked-up feeling in his daily life further suffocated him. Thus, he must have believed his self-image during his overseas training was far from his ideal self.

- 2.3. *(Jizen) kenshū-chū ni ikkai, omenikakatta kotachi to, Doitsu de shūgō shitande su yo. Sonotoki wa mō, kaeritai toka hitokoto mo ittemasendeshita. Boku nan ka wa, mō shawā abinagara, “Kaeritai! Kaeritai!” tte zutto ittemashita. “Mainichi happi, iēi,” tō iu node wa kesshite.* [I had a chance to meet other pre-departure-training trainees in Germany. At that time, I observed nobody said they would want to go back to Japan. In contrast, I was in a situation I always talked to myself saying I wanted to go back to Japan while taking a shower. I was never like, “every day, happy, yeah.”]

He further developed his negative attitude when he met his Japanese colleagues in Germany, with whom he had studied in his pre-departure training, as is shown in excerpt 2.3. He observed some contrast between where they are and where he is. To him, his colleagues working in Europe appeared to be much closer to his own ideal self-image. His recognition that his colleagues seemingly spent diametrically opposing overseas training life in Europe and

more or less achieved *his* L2-self further put him in a dilemmatic situation. I interpret his story of continuous saying “*Kaeritai!* (want to go back)” while taking a shower during his stay in India as the manifestation of his disillusionment after observing the contrast between his reality in India and his colleagues’ “*Mainichi happī, iēi* (every day, happy, yeah)” situation in Europe.

(3) After overseas training

Third, what he experienced after overseas training is depicted in the following excerpts:

- 3.1. *Nihon ni ita toki mo, yori ōpunmaindo ni natta yōna kanji wa suru.* [I felt like I could stay more open-minded even after I came back to Japan.]

After completing his six months overseas training in India, Kaito was vaguely aware that he became more open-minded. He positively evaluated his change, as was shown in his use of the word “open-minded.” However, it should also be noted that this change was not directly related to his achieving his ideal L2-self-image. The following excerpts 3.2 and 3.3 quote:

- 3.2. *Nihon ni kaeru to, hontōni (eigo wo) tsukau kikai mo naku natte shimaunode.* [I really lost my opportunity to use English practically after I returned to Japan.]
 3.3. *Demo yappa, ironna koto shiritaikara, tenshoku shita.* [Even so, I wanted to see various things, so I changed my job.]

Kaito stated that he lost his opportunity to use English for practical business purposes after he returned to Japan. His career path after he spent his overseas training programme in India turned out to be totally free from English. Therefore, he could not develop his image of his ideal L2-self in Japan. This even resulted in his decision-making to change his job. However, as was shown in excerpt three, he was not reluctant to do so; rather, he wanted to change and improve himself at least in his perception.

- 3.4. *(Motomoto no kinmuchi dato) zenzen jimoto janaikara, hahaoya no taichō toka mo ki ni nattete, sō iu no ga kumi awasatte to iu ka, shigoto-jō no riyū dakedattara yariyō ga atta kamo shirenaikedo, kazoku toka no koto wo kangaeta toki ni, shinpaida nā tte iu no mo atte, sorede, ōbo shita.* [My work place was far from my local area. And I was worried about my mother’s health condition. Well, one thing lead to another, you know. It had to be alright if it were all my work-related reasons. But, actually I had some worries when I thought about my family. So, I finally applied for a new job.]

Excerpt 3.4 indicated that Kaito originally had difficulty working in his former work place due to his family circumstances. I interpret his quitting as his trajectory to help realise his eventual ideal self. In other words, merely seeing the aforementioned excerpt as his self-legitimation of his being drop-out from global HR career path in Crescendo Corporation (and beyond) would be considered somewhat thoughtless. The following excerpt 3.5 suggests more

evidence.

- 3.5. (*Tenshoku shita no wa*) *jibun de shitai to omotte, yatte mita kekka ga deta no ga hajimete datta node. Kaisha no tsugō de, mō, ano, ima made wa docchi ka tte iu to, inari n natte ganbatteta n desukedo. OJT kibō shite mite mo Indo toka iwareru shi, kaette kite mo minna ga ichiban yaritakunai koto wo yara sareru shi.* [I wanted to change my job, and it was the first time that I tried what I wanted to do. For the company's sake, I tried very hard to do what they wanted me to do. Though I applied for the overseas training, India was the only choice for me, and even after I came back to Japan, I had to do what everyone else did not want to do.]

He confessed to being somewhat frustrated working for Crescendo because he could not actualise himself. He even said he was asked to do what other employees were not willing to do. His interview also indicated that he originally applied for the overseas training programme as a breakthrough strategy to better actualise himself. However, as his statement “*Indo toka iwareru shi* (India was the only choice for me)”, he was given an undesirable option for his overseas training programme worksite, which has lost him his concrete L2-self-image. In addition, his having to do what others did not want to do after returning to Japan even exacerbated his working situation. This interview excerpt allowed me to interpret his quitting as a strategy to make his trajectory in order to achieve better (L2) self.

(4) Present

Finally, I will look at his present situation as illustrated in the following excerpts:

- 4.1. (*Eigo wo hanasu kikai wa*) *ima wa naidesu ne. Demo, kongo wa aru to omoimasu. Igirisu no genshiryokuhatsudensho, denkigaisha wo baishū shite, kaigai no shigoto ni sanniyū shi terun de, soko wa shōrai, kibō sureba ikeru to omoimasu. Kibō shitaidesu ne. Ikirisu desukara.* [There is no opportunity to speak English now. But, I think I am going to have to speak English in business in the future. Our company acquired nuclear power plants and electric companies in the U.K. We are entering overseas market. I think I can work in the U.K., though I have to apply for it. I would like to do it. It is the U.K., you know.]

The L2-self system does not seem to have worked very properly for Kaito's English learning through the overseas training programme, and also his subsequent promotion, at Crescendo Corporation, as was discussed above. However, his enthusiasm about learning English still persists, as was suggested in excerpt 4.1. Kaito also mentioned some organisational, external factors that help explain how his L2-self did not function as a positive driving force of his learning.

- 4.2. *Chūgoku ka Indo ka mitaina, sonna sentakushi shika nai. Sutāto no jiten de furidesu ne.* [It was either China or India. They are the only options. I was in an inferior position at the start.]

4.3. *Kibō toka ieta to omou ndesukedo, jitsugen suru no wa muzukashidesu yo ne. Junban to ka posuto toka mo arushi. Mō nanka, jōshi toka ni mo honne toka mo zenzen ienakute, yaritai koto toka.* [I think I might be able to say what I wanted. But it was difficult to realise. I was never able to tell my boss what my true intentions were, or what I really wanted to do.]

First, as was indicated in excerpt 4.2, he was given limited choices for his overseas training programme worksites; either China or India. As was shown in the analysis for excerpt 3.5, India was not his desirable option for his overseas training programme. My personal interview with HR officers suggested that this was due to his position in the said company: a treasurer. On the contrary, his colleagues dispatched to Europe, who were mainly engineers and sales representatives, were given a relatively large number of options. This inequality must have been a factor to make it harder for Kaito to develop his ideal L2-self-image as a positive driving force to facilitate his further L2 learning.

Further, the organisational hierarchy in Crescendo Corporation also put him in a dilemmatic situation. As was shown in excerpt 4.3, he could not speak out freely with his *honne* (his true intention). These external factors made it impossible for him to express how frustrated he was to the HR officers, preventing them from developing some strategies for better implementation of this overseas training programme. To conclude this section, I will provide his final comment regarding his overseas training programme:

4.4. *Yappari, mōikkai kaigai de hataraku koto wa torai shitai natte omoimasu. Chanto yaritai to omotta koto wo jibun kara hasshin shite, kirihirakeru yō ni shite ikitai to omottemasu.* [After all, I think I would like to try working overseas once more. I'd like to clearly express myself, and find myself. That's what I hope.]

His experience in working overseas, though some potential threat in the programme was referred to above, will possibly result in a positive effect in one's global HR career path. His desire to work overseas again indicates that Kaito not only had negative experiences, but also received some positive outcomes through his six months overseas training programme in India.

7. Discussion

Currently, many Japanese companies are fully aware of the importance of globalisation strategies to survive in this difficult time. But on the other hand, they still face difficulty determining their policy with a clear future vision. This is because globalisation is such a complicated phenomenon that it is hard to predict what will happen in the next few years. Even in this situation, many companies in Japan agree that introducing English training as a part of global HR development strategies will play a facilitative role in proceeding with globalisation. Out of all possible strategies, the majority of such companies are eager to implement overseas training programme to have trainees learn business protocols in global business and to help them acquire English skills for specific business purposes at the same time. My previous study (Sato,

2017a) concluded that, in Crescendo Corporation, this overseas training programme achieve some kind of success every year. However, my post-interview identified that there were some cases of failure. I understand that success and failure of global HR development, particularly those occurring at an initial stage, are the different angles of the same spectrum. This study, based on my ethnographic observation, deliberately shed light on one specific case of failure in implementing overseas training programme in order to gain insights into the improvement of training curriculum for future global HR resources development.

This initial analysis suggested the possibility for there to be discrepancy in overall training outcomes owing to trainees' individual different conditions. As Dörnyei (2009) pointed out, whether ideal L2-self properly functions as a positive driving force of language learning or not is highly influenced by the environment learners are surrounded by. Kaito, though he recognised that he started with relatively fine learning environment, ended up with failure in continuously developing his L2-self. Besides, the gap between expectation and reality he faced in India and later on after returning to Japan further accelerated his negative attitude development toward his company and his possible future career path. As was mentioned in the section of data analysis, simply regarding his negative attitude toward the company as an excuse for his self-legitimation could be considered somewhat thoughtless. Rather, I interpreted his eventual quitting as a possible warning to maintain aftercare system at the said company.

From now on, curriculum developers for corporate training might want to pay equal-level attention to the assessment of one's learning that happens before, during and after overseas training programme. Implementing overseas training programme and maintaining its aftercare system are the two sides of the same coin (DuFon & Churchill, 2006). This time, I took an example of overseas training programme in Crescendo Corporation. Nevertheless, this practicum is by no means specific to the said company; many would-be global companies are also eager to introduce this curriculum. Experience to work overseas, even at its initial training stage, is highly likely to have a strong influence on one's motivation for further learning. As my previous study identified, at Crescendo Corporation, this overseas training often resulted in positive outcomes. On the other hand, as Kaito's failure case indicated, the discontinuity between overseas training and actual work after returning remains to be recognised as an issue yet. In future research, researchers are advised to investigate what kind of specific aftercare will be necessary.

Lastly, I would like to refer to the potential thread of this research design. First of all, I could only look at one particular case this time because access was limited. Besides, though I incorporated the viewpoint of the trainee and other trainers into the analysis, I could not obtain any other perspectives, such as HR officers, other trainees and his colleagues in India. Lastly, as is often the case with case study approaches, the analytical procedure still remained somewhat arbitrary and thus it somewhat lacks objectivity. These above points should be revisited in my future research.

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